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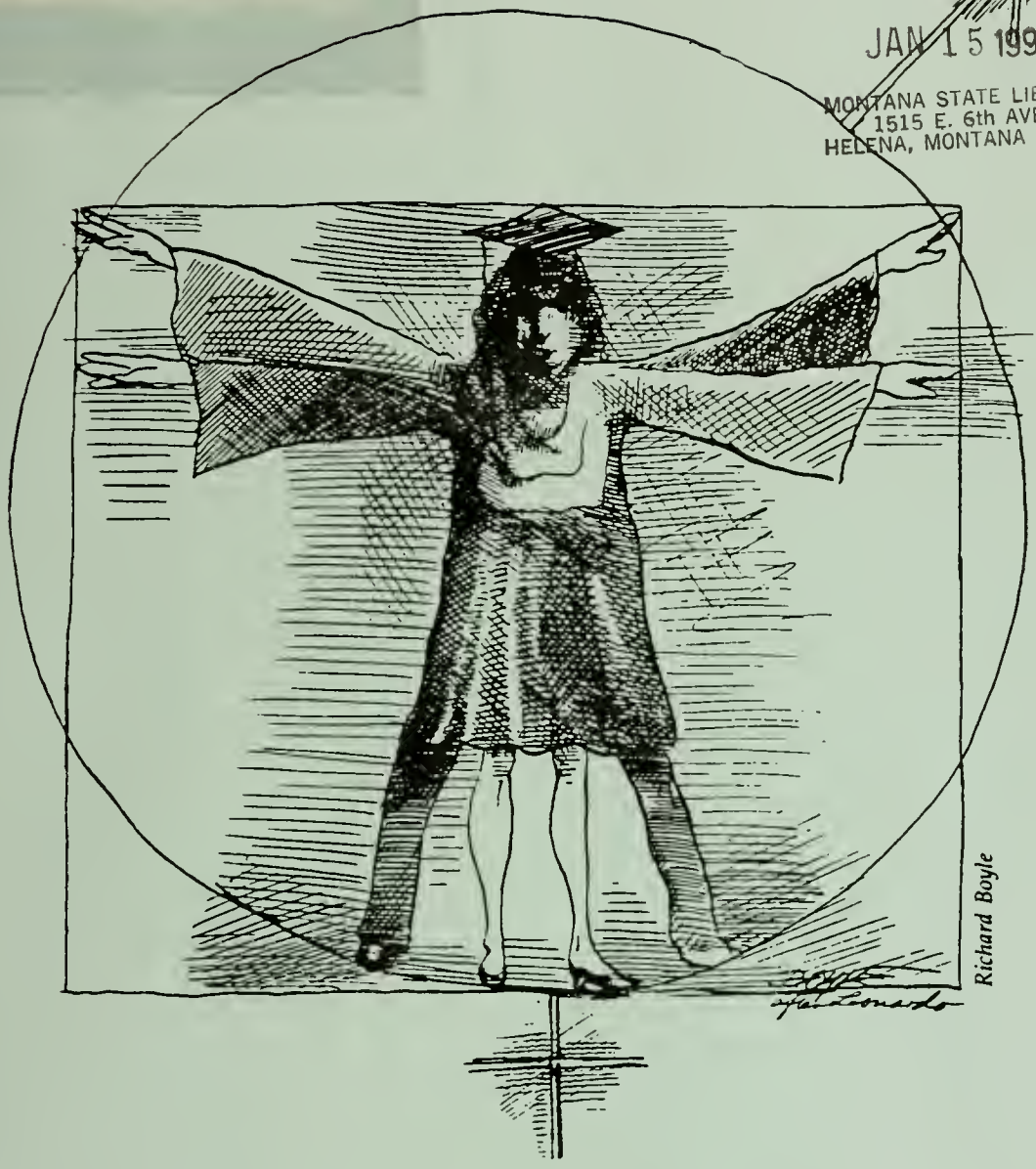

Montana

Carl D. Perkins Vocational Education Act

1989 SEX EQUITY REPORT

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CARL D. PERKINS VOCATIONAL EDUCATION ACT

SEX EQUITY REPORT

PROGRAM YEAR 1989
(July 1, 1988 to June 30, 1989)

By:

Carol J. Farris

Human Resource Development Officer

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INTRODUCTION: THE IMPORTANCE OF EQUITY

Equity is a criterion of excellence, and anything less is not quality education. Equity involves not only equality of vocational education opportunity, but also equitable outcomes in employment.

Questions of whether there is equality of opportunity are answered by the numbers of students training for and entering non-traditional fields.[1] Factors such as active recruitment for vocational education in general and for specific training courses, updating of standard teaching techniques to include classroom equity, review of textbooks and materials, and scheduling are areas of concern in promoting sex equity in education.

The final evaluation of Montana's equity in vocational education is the status of the work force. Questions of whether there is equality of outcome are answered by the statistics on the work force,[2] on earnings and benefits for workers by gender, by the numbers which describe the "rigidity" or "softening" of numbers of non-traditional workers in career categories; and to a certain extent by statistics describing categories of public assistance recipients.

Perkins FY89 projects show successful outcomes, as illuminated in the body of this report. Yet in both areas of opportunity and outcome, Montana has ample room for growth in sex equity; recommendations for the future of equity in Montana are also made.

Sex equity in postsecondary vocational education tends to be dependent on efforts made to broaden the vocational expectations of students at the secondary level. Postsecondary sex equity projects must be "remedial," and recruitment must be much more active at the postsecondary level if secondary sex equity projects are "frail";[3] i.e., not vigorously and enthusiastically implemented. This report describes the Perkins-funded FY89 sex equity projects in both secondary and postsecondary vocational education.

Decreases in real dollars from national funding sources for social issues force states to assume the proactive role for equitable education arrangements. The federal government has decreased its assistance to the rural sector to less than 25 percent of what it was prior to 1980.[4] President George Bush's recommendation for education spending would have fallen $100 million short of even keeping up with inflation.[5] The Women's Educational Equity Act suffered a 71 percent decrease in funding during the Reagan Administration, according to the Congressional

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[1,2,3,4,5]See introduction endnotes, p. 4.

Research Service.[6] The happy news is that Carl D. Perkins Vocational Education Act funds with their mandated 12 percent set-asides for equity projects have not decreased in this time frame.

However, in times of economic scarcity there is a tendency to view equity issues as a "luxury." The ability to obtain other sources of funding for equity projects to augment Perkins funds is impacted by decreases in other areas, and this is a source of growing concern for Perkins-funded agencies. A section of this report shows that other funds were used to support Perkins projects in Montana to eliminate sex bias and stereotyping.

The Montana economy presents the most compelling argument in favor of equity. Dependent women and children absorb the most welfare dollars. The FY89 AFDC caseload cost $37.3 million compared to only $4.7 million for general relief[7]. These single-parent families are dependent because women lack work skills[8] to support themselves and their children. Their dependency is an indictment of those systems[9] of their society which failed to develop their innate talents and abilities[10] and consequently cannot benefit from their contributions[11] as taxpayers instead of as public fund recipients. If present trends were to be allowed to continue, the poverty population would be composed solely of women and their children by about the year 2000.[12] Increasing sex equity in vocational education can be expected to decrease public welfare costs over the long term as students are trained to make contributions to society according to their abilities and talents rather than by gender, and become tax payers instead of tax liabilities.

Secondary schools are sites of much vocational decision making. Refusing to make a decision is one route, expressed as dropping out, and dropout prevention is affected by equity issues. Teenage pregnancy is probably the only arena where young women are the focus of dropout reforms. Most prevention strategies focus on the individual responsibility of the teenage girl to prevent parenthood; none focus on the responsibility of school and society to create a climate that encourages young women to think beyond the stereotyped expectations that their only role should be wife and/or mother.[13] Some observers in this field believe that school dissatisfaction may be a contributing factor to a girl's teenage pregnancy.[14]

"Achieving equity" means bringing those of lesser status up to the standard. Statistics cited in this report on: female school dropouts;[15] teenage pregnancy (and on the consequences for the parents, offspring, and school districts); comparisons between adult workers' wages by gender;[16,17] and welfare recipients[18] are each and collectively an indictment of our failure to achieve equity. The Carl D. Perkins Vocational Education Act projects described herein are efforts to apply the antidote.

6,7,8,9,10,11,12,13,14,15,16,17,18See introduction endnotes, pp. 4,5.

The experience of female students in U.S. schools generally is unique. What other group starts out ahead--in reading, in writing, and even in math--and 12 years later finds itself behind?[19] We have compensatory education for those who enter school at a disadvantage; it is time that we recognize the problems of those who lose ground as a result of their years of schooling.[20]

Postsecondary equity issues are inextricably linked to our other institutional systems--"downward" into k-12 and even preschool issues and events, and "outward" into the labor, commerce and economic development of the state.[21] It is no exaggeration to say that achieving sex equity in postsecondary education is a major key to problems in all those areas. Our collective will must be bent to inserting the key, and opening the lock.

[19,20,21]See introduction endnotes, pp. 5,6.

INTRODUCTION ENDNOTES

[1]A field is "non-traditional" for an individual when 50 percent or more workers in the field are of the other gender.

[2]"...One of the most serious problems facing the nation today (is) an educational system unable to produce students equipped for challenges ranging from entry-level jobs to maintaining the U.S. position in an increasingly competitive world.

"Meeting those challenges, the experts point out, must begin with the realization that an 'education system' consists not only of schools and teachers but also students, parents, and the entire community that depends on a well-educated population for its economic and social health." -Nancy Croft Baker, writing the cover story for Nation's Business magazine, April 1989.

[3]Montana has only 7.7 percent female participants in non-traditional secondary vocational education, ranking us 45th in the nation in elimination of sex segregation in this area. (Finding of the 1986 Project on Equal Education Rights (PEER), Washington, D.C.)

[4]Rural Montana magazine, Vol. 36, #11, August 1989.

[5]Washington Post National Weekly Edition, July 3-9, 1989, p29.

[6]As reported in "Equal Education Alert!," newsletter of the Project on Equal Education Rights (PEER), Vol. 9, #1, Jan. 1989.

[7]Montana Dept. of Social & Rehabilitation Services, Statistical Report, June 1989.

[8]Their lack is partially responsible for creation of the Job Training Partnership Act; i.e.:

"Mission statement: It is the purpose of Montana's job training and placement entities to establish programs to prepare... unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals...facing serious barriers to employment....

"Objective 1: To enroll and place a high number of individuals from groups who traditionally face substantial barriers to employment according to their incidence in the JTPA eligible populations: females,...AFDC recipients,...displaced homemakers...." (From the Governor's Annual Statement of Goals and Objectives, Job Training Partnership Act manual, June 1986.)

[9]"Girls drop out of school in part because the school environment is hostile to their needs," according to young women interviewed as part of a multi-faceted 18-month project on high school dropouts. ("In Their Own Voices: Young Women Talk About Dropping Out." Project on Equal Education Rights, Washington, D.C., 1989.)

[10]"Six of every 10 working women in Montana earn the minimum wage." (Reported in the Great Falls Tribune, 5-17-89.)

[11]"Most on the (welfare) rolls want desperately to escape, but cannot. From their perspective, welfare must seem like a vast, minimum-security debtor's prison for women." -Douglas M. North, Ph.D., Director of grants and projects at Goddard College, Plainfield, Vermont, reporting on a project to incorporate single-parent welfare families into campus life by providing dormitory living arrangements, child care, and scholarship and grant co-ordination. "Public Welfare," magazine of the American Public Welfare Association, Fall, 1987.

[12]A prediction from the National Advisory Council on Economic Opportunity, "Critical Choices for the 80s," U. S. Government Printing Office, 1980.

[13]"The Heart of Excellence: Equal Opportunities and Education Reform." Project on Equal Education Rights (PEER), Washington, D.C., 1987.

[14]"The number one reason both boys and girls drop out of school is alienation, although girls are more likely to leave to get married and have a baby and boys are more likely to leave school to go to work." Ibid.

[15]"Pregnancy is far and away the leading cause of female drop-outs." (Results of a survey by Margaret Nash and Margaret Dunkle of the Equality Center, a Washington-based non-profit research group, reported in their report "The Need for a Warming Trend," June 1989. One of the schools surveyed is in Whitefish, Montana, according to a personal conversation between M. Dunkle and C. J. Farris at the National Coalition for Sex Equity in Education annual conference, 7-89.)

[16]"The American Woman": A report in Depth," by the Women's Research and Education Institute, 1988. (Also see U.S. Bureau of Labor Statistics.)

[17]Montana statistics are contained in the "1980 Detailed Population Characteristics" from the Bureau of the Census.

[18]Montana Dept. SRS Statistical Report, June 1989.

[19]"National measures of academic progress support the thesis that girls and boys are experiencing different educational environments. In the early grades, girls' scores on standardized tests are generally equal to or better than boys' scores. However, by the end of high school, boys are scoring higher on such measures as the National assessment of educational Progress and the Scholastic Aptitude Test." -Myra Sadker and David Sadker, professors of education at American University, Washington, D.C. (Findings published as a report titled "Sexism in the Classroom: From Grade School to Graduate School," 1986.)

[20]Ibid.

[21]"Each year's class of dropouts costs the nation more than $240 billion in lost earnings and foregone taxes over their lifetimes. Billions more will be spent in crime control, and on welfare, health and other social services. Every $1 spent on early prevention and intervention can save $4.74 in the costs of remedial education, welfare, and crime control further down the road." "Children In Need: Investment Strategies for the educationally disadvantaged," 1987. (Statement by the Research and Policy Committee of the Commission for Economic Development, NYC.)

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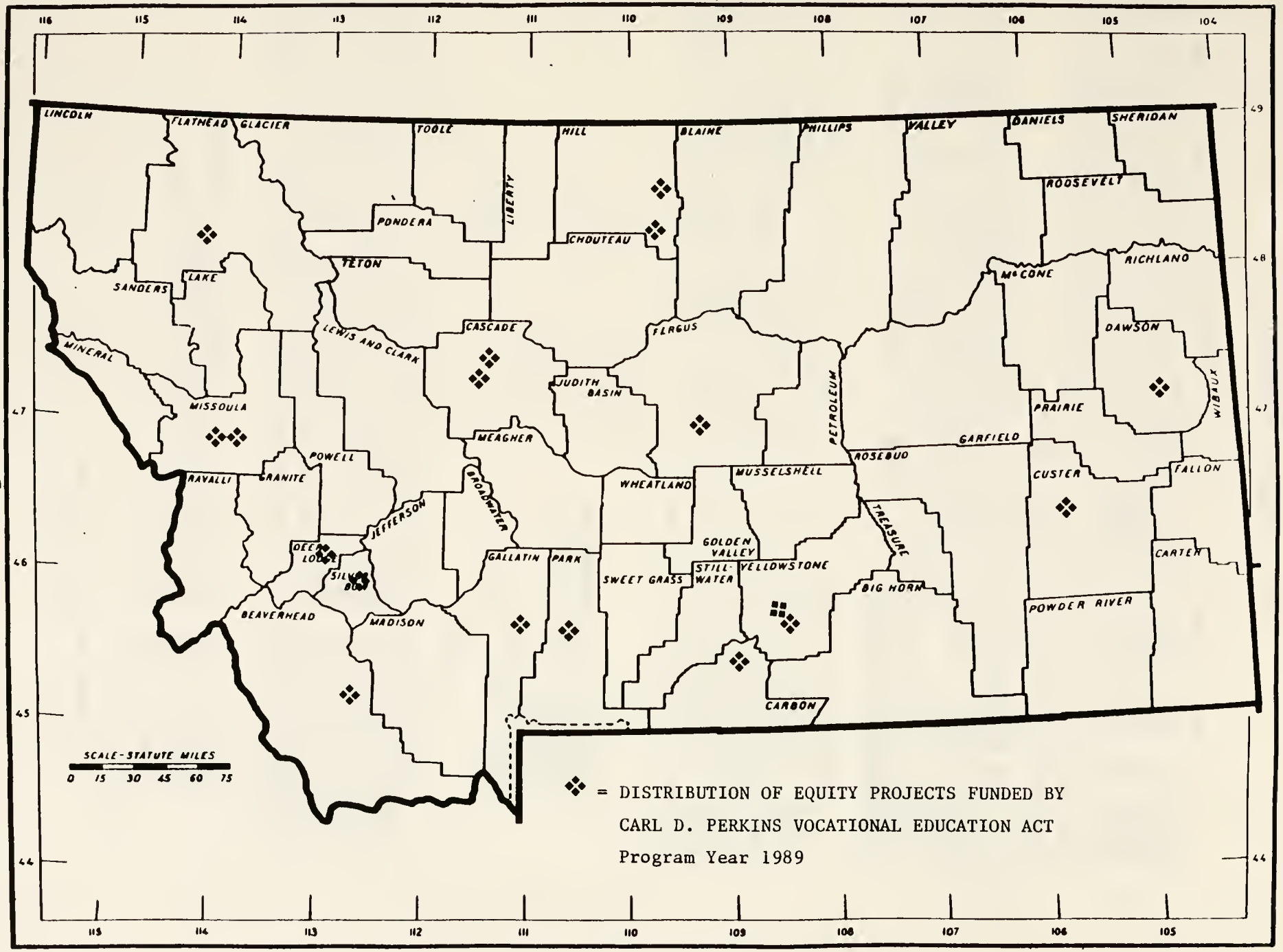

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SUMMARY OF FUNDING

In 1989, the Perkins Vocational Education Act specified categorical set asides of 8.5 percent for single parent/homemaker projects and 3.5 percent for eliminating sex bias/stereotyping. This 12 percent of Montana's total allocation was $454,500 in Perkins funds for equity projects in FY89. The Perkins legislation requires each state to allocate a minimum of $60,000 for a sex equity coordinator position, and allows states to use up to 20 percent for state administration.

The Montana State Plan for vocational education under Public Law 98-524, Carl D. Perkins Vocational Education Act of 1984, Fiscal Years 1989 and 1990, adopted by the Board of Regents on July 1, 1988,[1] complies and emphasizes the services and activities designed to meet the special needs of individuals who participate in vocational education programs which eliminate sex bias and stereotyping.

Program year 1988 (July 1, 1987 to June 30, 1988) was the first year the Office of the Commissioner of Higher Education (CHE) served as the sole state agency for implementing the requirements of the Carl D. Perkins vocational Education Act. The 1987 session of the Montana Legislature passed HB39 moving this responsibility from the Office of Public Instruction to CHE. In its second year as sole state agency, the Montana University System dispersed the 1989 funds as follows:

	Perkins	Match	
Single Parent/Homemaker	$322,772	$23,615	
Sex Bias/Stereotyping	131,728	51,420	
Coordination	60,000	0	
State Set-aside[2]	60,225	410	
Other equity funds[3]		14,500	
TOTAL	$574,725	$89,945	$664,670

The Sex Equity Coordinator mandated by the Perkins Vocational Education Act,[4] known as the Human Resource Development Officer in Montana, monitors the programs and provides technical assistance and other resources to grant recipients. During FY89, there were three incumbents in the position. This report relies primarily on garnered archival materials and reports made by the grantees throughout the reporting period. Questions and comments may be directed to:

Carol J. Farris, Human Resource Development Officer
Office of the Commissioner of Higher Education
33 South Last Chance Gulch, Helena, Montana 59620-3101
Phone: (406) 444-5950

[1,2,3,4]See funding endnotes, p. 9.

EQUITY FUNDING ENDNOTES

[1] op. cit., pp. 40-41.

[2] Twenty percent annually of total Carl D. Perkins Vocational Education Act funds may be used by the state for administration. Of that 20 percent, in 1989, $60,225 were used to support equity projects beyond the 12 percent set-aside specifically for equity.

[3] The statewide equity conference planners attracted additional conference funding from the Montana Department of Labor and Industry for speakers in the employment area; from the Mountain West Educational Equity Center at Weber State College in Ogden, Utah, and from 25 community organizations.

[4]. Specific duties are listed in Appendix C: "Sex Equity Performance Objectives for Vocational Education in Montana."

SUMMARY OF FUNDING BY CATEGORY

I. SINGLE PARENT/HOMEMAKER CATEGORY

Career Training Institute	Removing Barriers to Vo-Ed	$ 23,238
Career Training Institute	Word Perfect and Lotus	16,838
Miles Community College	Job-Seeking Strategies	17,982
Miles Community College	Recrt/Job Dev Non-trad	19,438
Stone Child College	College Day Care Center	24,109
Lewistown HRDC	Computer Literacy Trng	1,025
Workplace/YWCA	Trng Modern Office Tech	28,000
Workplace/YWCA	Assessment & Ed Planning	10,577
Havre HRDC	Retrng DH/Auto Office Skls	10,750
Havre HRDC	Child Care/DH in Voc Trng	9,059
Bozeman W.I.T.	Office Equipt & Mgmt Trng	30,002
Bozeman W.I.T.	Livingston Satellite Prgm	13,272
Career Futures	Prevoc Motiv & Att Trng	31,742
Dawson Community College	Expanded Job Accessibility	22,080
Billings YWCA	Tech & Workplace Literacy	18,000
Joliet High School	Computer Tech: (proj con't)	10,160
Missoula YWCA	Expansion Empl & Basic Skls	11,000
Dillon WRC	SP/DH Center	18,000
Bozeman WIT/MSU	Increasing S-R Child Care	17,500
	TOTAL	$332,772

II. SEX BIAS/STEREOTYPING CATEGORY

Career Futures	Math Anxiety for Non-Trad	$ 6,300
Bozeman W.I.T.	Opps: Non-Trad, Hi Pay	10,899
Bozeman W.I.T.	DH: Business Incubator	23,923
Northern Montana College	Broadening Career Choices	13,114
Blgs Young Families	Ed & Day Care/Adol Parents	47,986
Cascade HS (MSU)	Pmtg Awareness/Voc Opps Ag	29,506
	TOTAL	$131,728

III. STATE SET-ASIDE FUNDED PROJECTS

Bozeman W.I.T.	MDHN Newsletter & Comm	$ 3,750
Dawson Community College	Rural Single Parent/HM	15,500
W.O.R.D.	Plan Sex Equity Conference	21,500
Career Training Institute	Day Care	4,500
Dillon W.R.C.	Single Parent/HM	10,000
Career Futures, Inc.	MDHN Inservice Training	4,975
	TOTAL	$ 60,225

IV. SEX EQUITY COORDINATION

Administration:

Human Resource Development Officer salary	$23,500	
Clerical support	4,950	
Benefits	4,423	
Rent, postage, telephone, copies	3,541	
Memberships, subscriptions	598	
Travel	16,921	
Administration Total	$53,933	

Projects:

Regional DHN representation	$ 600	
Partnership in Equity newsletter (4x/yr)	1,468	
State Equity Advisory Council	2,666	
Regional Equity Networks	1,333	
Projects Total	$ 6,067	

TOTAL ADMINISTRATION & PROJECTS $ 60,000

CARL D. PERKINS VOCATIONAL EDUCATION ACT

FY89 FUNDED PROJECTS

Title II, Part A

Single Parent/Homemaker Category

"American optimism claims
there is a solution for
every problem."

-N. C. Baker
Nation's Business
April 1989

Project Director: Donna K. Porter, Director
Career Training Institute
17 1/2 South Last Chance Gulch
Helena, Montana 59601

89-S001: Removing Barriers to Vocational Education Training for Single Parents/Homemakers: Attitudinal/Motivational Prevocational Training

Perkins: $23,238 Match: $ 568 Total: $23,806

Narrative: With several years experience in operating a program for displaced homemakers, this agency recognized that JTPA regulations limit employment opportunities through vocational education training for women by emphasizing employment as the only criteria of success, rather than counting continuing or upgrading education as well. The majority of displaced homemakers are women with little or no recent work experience or marketable skills who can enter the work force only at entry levels which pay too poorly to sustain life.

They proposed using Perkins funds to provide workshops to 25 single parents and homemakers in four counties to result in a 76 percent rate of placement in vocational education or literacy preparation for vocational education training; to establish a support group for participants; and to track and record programs.

This project attempts to deal with long-term problems by a systematic application of long-term solutions.

- -

89-S002 Marketable Skills: Word Perfect and Lotus 1-2-3 Software Computer Literacy

Perkins: $16,838 Match: $ 460 Total: $17,298

Narrative: This displaced homemaker program analyzed national employment trends and found that the shift from manufacturing and construction work to a service economy with more part-time jobs results in lower paying jobs, increasing the numbers of the working poor. Their study of the local job market indicated that positions which provide liveable entry-level wages with benefits would be found in computer-related office/clerical positions.

The project seeks to provide: training in basic computer applications to 40 single parents and homemakers in four counties; advanced computer training to 16 single parents and homemakers in four counties; with results that a minimum of 50 percent of participants will be placed in computer-related employment.

Project Director: Sharon Kearnes, Director
Career Development Program
Miles Community College
2715 Dickinson
Miles City, Montana 59301

89-S014: Recruitment and Job Development for Single Parent/ Homemakers in Non-Traditional Occupations

Perkins: $19,438 Match: $ 190 Total: $21,516

Narrative: Based on difficulties in finding women who have a desire to become a non-traditional employee and in matching the ones who have the desire with non-traditional employers, the Career Development Program decided to make their own specialized video as a recruiting tool. Having a video as a recruiting tool would also alleviate distance as a barrier to recruitment and job development, and the video could be used in a wide variety of settings.

The project proposed showing the video to a minimum of 200 individuals; they expected to interest a minimum of 12 participants in non-traditional employment and place at least six either in non-traditional jobs or training programs. They also would use the video with at least 20 employers for immediate and long-term job development.

- -

89-S015: Job Seeking Strategies and Career Planning Techniques for Young (15-21) Single Parents and Homemakers

Perkins: $17,982 Match: $ 190 Total: $18,172

Narrative: This project is premised on the belief that earlier intervention may alleviate the employment barriers of poor education and lack of work experience which occur when single parents drop out of school because of pregnancy. The project seeks to provide counseling to promote the transition of the young parent back to school or into the world of work quickly, rather than waiting until she is old enough for adult programs.

The plan is to provide intensive, three-week workshops four times a year for a minimum of 12 participants in the project age group (15-21). The workshops cover job-seeking skills, career assessment and planning with emphasis on non-traditional employment, self esteem and goal setting. The goal is to have 80 percent of all participants placed in employment or entering an education system. Referral to other agencies is included.

Project Director: Luanne Belcourt, Director
Vocational Rehabilitation
Stone Child College
Rocky Boy Route, Box 1082
Helena, Montana 59601

89-S028: Stone Child College Day Care Center

Perkins: $24,109 Match: $19,168 Total: $43,277

Narrative: "The open admissions policy of the College has a two-fold impact on the characteristics of students who attend the College. On one hand, the policy means that the opportunity to attend college is widely available to reservation residents, affirming a policy of equal access to educational opportunity. On the other hand, the policy means that the students who do enroll possess a wide variety of skills and abilities, and varying degrees of preparation to successfully perform college work. The college recognizes that it must be able to provide a flexible enough program to accommodate all of these students...."

Fifty-one percent of the families on the Rocky Boy Reservation are headed by a single parent. The Stone Child Day Care Center meets all State of Montana licensing requirements. Other child care is beyond the means of single-parent, low-income parents.

This project expands service hours into the evenings and provides child care for a minimum of 20 single parent students.

Project Director: Pam Higgins, Director
Employment and Training
District VI HRDC
Suite 418, Bank-Electric Bldg.
Lewistown, Montana 59457

89-S020: Computer Literacy Training for Displaced Homemakers and Single Parents

Perkins: $1,025 Match: $ 25 Total: $1,050

Narrative: "The problem which has been found in the last three years in the operation of the Displaced Homemaker Program is that many participants who are entering or re-entering the local job market due to divorce, separation, or death of a spouse have no computer skills. In obtaining the daily job market report from the local Job Service, a large percentage of the job listings require some type of computer training, which eliminates many of the displaced homemakers from competition in this employment field."

The agency conducted its annual assessment of low-income individual's needs for its six-county service area. After food, high utility bills and clothing, jobs are their priority. This proposal plans to provide computer training in Lotus 1-2-3 software to seven displaced homemakers to result in a 50 percent placement rate in computer-related employment.

Project Director: Bunny Albers, Director
YWCA/Women in Transition
Suite 206, Montana Bldg.
503 First Avenue North
Great Falls, Montana 59401

89-S031: Training for Modern Office Technology

Perkins: $28,000 Match: $ 291 Total: $28,291

Narrative: "Displaced homemakers have barriers to overcome such as fear of technology, lack of self-discipline and concentration, and low frustration levels which lead to poor problem-solving skills.... By the end of the 1980s at least one out of every ten jobs will be related to computers.... Women lag behind men in both computer education and employment. The fear of new technology, as well as social conditioning and discrimination, contribute to the gender gap.... Women will clearly be the losers in the job market if this trend continues."

This project provides hands-on, one-on-one computer training to an additional 22 clients. It will also design training programs, review available resources, and teach job market data to participants. A minimum of a 50 percent placement rate is expected.

- -

89-S030: Uniform, Comprehensive Assessment and Educational Planning System for Displaced Homemakers

Perkins: $10,577 Match: $ 291 Total: $10,868

Narrative: "The displaced homemaker comes from a client population with a variety of educational and psycho-social needs. Clients often manifest financial problems, information deficiencies, communication and academic skill weaknesses, emotional problems and social skill weakness correlated to divorce and loss of self esteem.... Over estimation and under estimation of client difficulties lead to inefficiency in management of staff resources and client time."

This project continues a program to provide comprehensive individualized assessment service and followup for displaced homemakers and single parents originally developed with a FY87 Perkins grant, in order for clients to make good decisions and solve their own problems. Provides for coordination with other service agencies.

Project Director: Kerri McInally, Director
Displaced Homemaker Program
District IV HRDC
P. O. Box 1509
Havre, Montana 59501

89-S012: Appropriate Technological Skills for Today's Office: Retraining Displaced Homemakers in Automated Office Skills

Perkins: $10,750 Match: $ 0 Total: $10,750

Narrative: "The key to success in the 'information economy'--for individuals and companies--appears to be education and training. And this education and training must be an on-going process, not a one-time preparation."

This project provides a model office environment with state-of-the-art office machines and equipment to 20 displaced homemaker clients to include typing, dictaphone, ten-key calculator, spelling, basic word processing, computer spread sheets, and computer filing. Trainees work as temporary office help in local businesses to experience true job demands. An 80% placement rate is expected.

- -

89-S013: Child Care to Assist Displaced Homemakers in Vocational Training

Perkins: $9,059 Match: $ 0 Total: $9,059

Narrative: "In September, 1986, Northern Montana College conducted a survey of students enrolling for Fall Quarter concerning their need for low-cost child care services." The single parent families who responded had a total of 35 children aged six and under requiring child care. In previous years, this agency provided child care assistance to displaced homemakers enrolled in vocational classes at Northern. One client said she would not be able to remain in school if she had to pay the child care costs for her three children, as the cost would exceed $400 every month. Their success rate is 100 percent of parents remaining in school.

This proposal seeks to increase the success rate of the agency's clients in completing vocational training from 50 percent (the success rate without subsidized child care) up to 80 percent by providing subsidized child care for at least ten displaced homemakers enrolled in vocational education.

Project Director: Women in Transition
Gallatin Council on Health and Drugs
P. O. Box 1375
Bozeman, Montana 59715

89-S024: Livingston Computer Training Program: A Joint Venture to Serve the Economically Disadvantatged Single Parents or Homemakers

Perkins: $13,272 Match: $ 0 Total: $13,272

Narrative: This project was entered jointly with the Livingston Job Service local office to provide computer training, using resources of both programs. The format is an on-going open entry/open exit computer training designed to overcome adult learners fear of computers and to develop employment-oriented concentration and self-discipline. A minimum of 55 people eligible for single parent and homemaker programs are to receive the training at this site during the project year.

- -

89-S026: Office Equipment and Management Training

Perkins: $30,002 Match: $ 0 Total: $30,002

Narrative: This proposal expands a successful three-year program in office skills to add more complex equipment of computerized cash register and desk-top publishing. The biggest barrier of single parents and homemakers to higher-paying clerical jobs in the service delivery area is generally low keyboarding speeds, followed by lack of confidence in work skills and out-of-date business methods.

"Allowing displaced homemakers to (re)learn in an environment where they have permission to make mistakes and experiment with equipment shortens the learning curve as well as giving them the motivation they need for (re)entering the job market." At least 80 clients are expected to be trained, with a minimum expected placement rate of 60 percent.

Project Director: Gayle A. Howell
Career Futures, Inc.
300 Metals Bank Bldg.
Butte, Montana 59701

89-S021: Prevocational, Motivational, and Attitudinal Training for Displaced Homemakers/Single Parents of Butte-Silver Bow

Perkins: $31,742 Match: $ 600 Total: $32,342

Narrative: This agency has had a highly successful program over three years by following set training workshops to place displaced homemakers in employment. However, because they are working with adults with diverse needs, this project develops a training package to combine pre-vocational, attitudinal, and motivational training subjects in a flexible format. Support groups and resource materials will be developed and assembled.

A minimum of 48 clients will be served in this project with 80 percent expected to enter vocational training and/or employment.

Project Director: Peter J. Degel
Dawson Community College
Box 421
Glendive, Montana 59330

89-S017: Expanded Accessibility for Single Parents/Displaced Homemakers to Occupational/Postsecondary Education

Perkins: $22,080 Match: $ 0 Total: $22,080

Narrative: This agency projected a need for services in outlying communities for approximately 250 eligible people. "With the continued decrease in oil-related activities and depressed farm economy in northeast Montana, this number of displaced workers is easily understandable.... According to the Department of Education, in the next decade there will be at least a twenty percent increase in the number of students over 25 years of age. Of these, as high as forty percent will be single parents."

The proposal expands on previous years' efforts and would provide development and implementation of a program to serve at least 85 eligible single parents and homemakers in six counties with a variety of career development services. It is expected that at least 70 percent of the participants will enter employment or an educational program.

Project Director: Emy LaBeau, Director
YWCA Women's Center
909 Wyoming Ave.
Billings, Montana 59101

89-S010: Technological and Workplace Literacy for Single Parents and Homemakers

Perkins: $18,000 Match: $ 0 Total: $18,000

Narrative: This project is designed to meet the need for a comprehensive short-term training program that encompasses the need for testing, skill acquisition and upgrading, and that impacts the psychological, emotional, social, and physical barriers preventing this population from obtaining education and training that would enable them to re-enter the work force and retain employment. In a community with two colleges and a vo-tech center in addition to adult basic education, there is no comprehensive short-term training program that provides vocational education to those most in need of competitive job skills. While this agency encourages traditional vocational education and higher education for all program participants, it is not a reality for many single parents and displaced homemakers.

Through testing, academic levels, interests, aptitudes, job satisfaction indicators, and vocational training potentials will be determined in 112 clients. Courses will teach world of work skills and model office applications, with an expected placement rate of 50 percent.

Project Director: Ms. Marilyn Vukonich
Joliet High School
Drawer G
Joliet, Montana 59041

Title: Computer Technology: Project Continuation

Perkins: $10,160 Match: $ 0 Total: $10,160

Narrative: This project was operated in 1987 as an extension of the Women's Center at the Billings YWCA to service outlying areas. This grant year, the application increases the number of students who can be taught and expands the basic computer classes to include word processing, spread sheet, data base, farm record keeping and desk top publishing. Thirty adult single parent/homemakers are served by the project, with 85 percent either continuing in computer training or finding computer- related employment.

Project sponsor: YWCA New Horizons
1130 West Broadway
Missoula, Montana 59802

89-S008: Computer Technology: Project Continuation

Perkins: $11,000 Match: $ 0 Total: $11,000

Narrative: This agency operates a displaced homemaker program. The purpose of this proposal is to serve an additional 25 women who previously would have been excluded from participation by (a) enhancing program remediation efforts by an additional two hours per day, (b) more inclusive eligibility criteria, and (c) increasing on-site child care facilities days of operation by an additional eight hours per week. Computer equipment and instructor time are part of the cost.

Project Director: Jody Webster
New Options Program
Women's Resource Center
P.O. Box 888
Dillon, Montana 59725

89-S005: Single Parents/Displaced Homemaker Center for Personal Growth, Development and Prevocational Training

Perkins: $18,000 Match: $1,272 Total: $19,272

Narrative: This project provides outreach to rural Beaverhead and Madison counties to provide displaced homemaker program services. Communities in the two counties are located at least 30 minutes to two hours from program services in Dillon, the largest population center. Single parents and displaced homemakers find transportation, isolation, and limited or no child care resources major barriers to self-sufficiency. State statistics indicate that these two counties have above average unemployment rates. According to the Dillon Job Service, unemployment is expected to increase.

With this grant, quarterly workshops will be offered during evening hours on job search skills and identifying job opportunities, coping with stress, credit counseling, and world of work concerns. The program newsletter will be expanded, and a community resource directory will be produced.

Project Director: Ms. Billie Warford
Early Childhood Project
Montana State University
Bozeman, Montana 59717

89-S006: Increasing the Supply of State Regulated Child Care for Participants in Vocational Training Programs

Perkins: $17,500 Match: $ 0 Total: $17,500

Narrative: Because many low-income parents are inhibited from seeking vocational training by child care costs or its unavailability, and because Montana ranks 50th in the United States in numbers of children in state-regulated child care programs, this project seeks to assess the supply and demand of registered, licensed care in nine communities served by displaced homemaker programs.

The assessment will result in a state report on Supply and Demand for Child Care Services, and the report will be used to assist communities in planning additional licensed or registered child care providers as needed in the community.

CARL D. PERKINS VOCATIONAL EDUCATION ACT

FY89 FUNDED PROJECTS

Title II, Part A

Eliminating Sex Bias/Stereotyping Category

"Occupational sex segregation was not created by and has not been maintained by women's own career choices; it is due largely to discriminatory barriers such as 'social stereotyping' hiring and training practices, the educational system's hiring and training practices, and the educational system's record of steering women into lower-paying jobs."

-from the statement of need
89-SB004

Project Director: Gayle A. Howell
Career Futures, Inc.
300 Metals Bank Bldg.
Butte, Montana 59701

89-SB004: Math Anxiety Course for Nontraditional Students

Perkins: $6,300 Match: $ 400 Total: $6,700

Narrative: "A recent study concluded that about 35-40 percent of the disparity in average earnings (between men and women) is due to sex segregation which results in lower-paying 'women's work.' Occupational sex segregation was not created by and has not been maintained by women's own career choices; it is due largely to discriminatory barriers such as 'social stereotyping' hiring and training practices and the educational system's hiring and training practices and the educational system's record of steering women into lower-paying jobs.

The Math Anxiety Course is designed to facilitate the altering of opportunities historically offered women to move into educational programs, thereby providing better career opportunities for them and eliminating the wage gap average between women and men."

The project develops a workshop to eliminate math anxiety. The workshop is to be presented six times in a year to a minimum of 20 students, and it is expected that 80 percent will enter further math training and/or report related advancement in their careers.

Project sponsor: Women in Transition
Gallatin Council on Health and Drugs
P.O. Box 1375
Bozeman, Montana 59715

89-SB008: Opportunities in Nontraditional and Higher Paid Careers for Economically Disadvantaged and Displaced Homemakers

Perkins: $10,899 Match: $ 0 Total: $10,899

Narrative: "In Montana, we know that the earning ratio of women to men is 50.5 percent, and that the female household ...earns an income less than one-half (44 percent) of all two-earner families and families economically supported by men. ...We know that women in Montana, like women in the nation as a whole, are segregated into the lowest paying jobs."

This project creates on-site work experiences with private employers for 15 displaced homemakers. Results expected include placement of the clients in non-traditional and higher paid employment; advertisements which expand public awareness of "appropriate work" for both genders; and development of written materials to be disseminated throughout Montana.

- -

89-SB009: Self-Employment for Displaced Homemakers: Business Incubator

Perkins: $23,923 Match: $ 0 Total: $23,923

Narrative: "Montana women, particularly single householders, displaced homemakers and low-income women, are not employed in jobs which allow them economic independence.... When female heads of household remain unemployed, the community loses access to valuable human resources and productivity, and public assistance costs increase.

"Women are starting businesses at two to three times the rate of men.... Women who own businesses contribute to the economy by providing services, revenues and employment. Women-owned businesses fail less often than those owned by men."

This project initiates a business incubator to provide training, central services, capital access advocacy and mentoring through preparation and provision of a step-by-step training for beginning and early-stage entrepreneurs. It plans to serve 50 clients and produce duplicable training materials.

Project Director: Gail Reynolds, Director
Career Management Center
Northern Montana College
Havre, Montana 59501

89-SB011: Broadening of Career Choices by Encouraging Participation in Non-Traditional Careers

Perkins: $13,114 Match: $ 200 Total: $13,314

Narrative: All of the career fields taught at Northern Montana College are affected by gender bias. "Totally out-of-date societal perceptions of what men's and women's roles are have put impractical and counterproductive limits" on enrollments and expectations. Due to Montana economic trends, "scores of men and women whose livelihoods seemed secure are now needing to seek new training or retraining and do not know where to turn."

"The options that can be provided by training in non-traditional (by gender) areas, besides exposing the individuals to choices they might not have considered otherwise, has the potential for increasing its participants likelihood of obtaining higher paying employment."

The project recruits a minimum of a hundred people seeking career direction, and administers the MESA assessment acquired as a result of a 1987 Perkins grant for use in counseling. Participants will attend a career fair, and at least 30 will enter non-traditional career training. Other services of the project are support throughout the school year from the staff, placement efforts, and child care.

Project Director: Ms. Chris Guttormsen
Executive Director
Young Families Program
1001 North Thirtieth
Billings, Montana 59102

Title: Education and Day Care Services for Adolescent Parents and Their Children

Perkins: $47,986 Match: $ 0 Total: $47,986

Narrative: This project assists approximately 40 single teen parents complete high school by providing child care and classes that address changes in attitudes towards male/female relationships; increases in self esteem, decision-making skills, and parent/child interaction; along with an intensive unit on career awareness and job-seeking skills.

The needs assessment states, "When we speak about improving the education of 'disadvantaged' students we are in fact speaking about the children of poor women, usually single-parents, who the educational system has failed.

"A correlation exists between sex role stereotyping and teen pregnancy. Many teen mothers hold traditional ideas about the 'appropriate' roles of women which define them only as wives and mothers. For these teens, motherhood is the first step toward achieving that goal. In addition, the availability of contraceptives can do little to counteract a young woman's notion that she should, on the one hand, 'submit' to pressure to engage in sexual relationships at an early age while, on the other hand, not appear to be anticipating a sexual encounter by being prepared with contraceptive when she goes on a date."

Even with a high share of the single parent/homemaker funds, this program meets the need for services of only 35 percent of pregnant teenagers in the Billings area.

Project Director: Patty Inskeep
Cascade Public School
(subcontracted from MSU Dept. Ag.)
206 Linfield Hall
Montana State University
Bozeman, Montana 59717

89-SB010: Promoting Awareness of Vocational Opportunities for People in Agriculture

Perkins: $29,506 Match: $2,186 Total: $31,692

Narrative: This project is in the third year of promoting agriculture as a non-traditional career field for women based on the U.S.D.A.'s prediction that 4,900 agriculture openings will not be filled because of a lack of qualified applicants. A 1987 survey of Montana women in agriculture found that only 20 percent of high school counselors were supportive of agriculture career aspirations; that 96 percent working in agriculture are satisfied, but only 41 percent wanted to pursue agriculture in high school. The project is designed to reach out to students through:

1. Developing, publishing and disseminating a Careers in Agriculture newsletter;

2. Developing a calendar "Career Opportunities in Agriculture" to be distributed to counselors, vo-ag teachers and county agents;

3. Disseminating existing career materials to a target audience;

4. Providing three career strategy seminars for women who are in agriculture;

5. Attending three career fairs to promote awareness of careers in agriculture to students in secondary education;

6. Corresponding with secondary guidance counselors about agriculture career opportunities;

7. Presentations by the project director to secondary school students in local schools;

8. Coordinating with institutions, 4-H, FFA, and other organizations to promote agriculture careers.

CARL D. PERKINS VOCATIONAL EDUCATION ACT

FY89 FUNDED PROJECTS

Title II, Part B

State Setaside Funds

"Sex bias and stereotyping continues to be a problem in Montana secondary and postsecondary vocational education. The 1986 Project on Equal Education Rights (PEER) report found that Montana has only 7.7 percent female participants in non-traditional secondary vocational education, making the state 45th in the nation in eliminating sex segregation in secondary vocational education.

-from the statement of need
89-SB003

Project Director: Women in Transition
Gallatin Council on Health and Drugs
P.O. Box 1375
Bozeman, Montana 59715

89-S025: Montana Displaced Homemaker Network Newsletter and the "Communique"

Perkins: $3,750 Match: $ 0 Total: $3,750

Narrative: Montana's geography and population dispersal patterns make sharing information and resources difficult. A monthly newsletter, "Communique," and a quarterly "News of Montana Displaced Homemaker Centers" are vehicles to mitigate this problem. They contain information on services, national and state issues, training programs, employment opportunities for clients, funding sources and important resources; and are distributed to 13 displaced homemaker programs, educational institutions, the Private Industry Council, state agencies, community agencies, public policy makers and other groups and organizations.

Project Director: Peter J. Degel
Dawson Community College
Box 421
Glendive, Montana 59330

89-S035: Computer Training for Single Parent and Homemakers

Perkins: $15,500 Match: $ 0 Total: $15,500

Narrative: A "need which has been identified is for consistently available hardware for computer usage training in the outlying sites. Although project personnel have attempted to utilize computer labs at local schools for training, the variety of hardware in use and subsequent incompatibility of software, as well as scheduling problems, makes this an option only in the most limiting circumstances." This project purchases portable equipment to be used in the companion FY89 project 89-S017.

Project Director: Maureen Jones
Women's Opportunity & Resource Development, Inc.
127 North Higgins, 3rd Floor
Missoula, Montana 59802

89-SB003: State Sex Equity Conference and Newsletter for Secondary and Postsecondary Vocational Educators

Perkins: $21,500 Match:

D.O.L.I.	$5,000
Mt. W. Equity Center	5,000
Community Organ.	4,500
Total:	$36,000

Narrative: "Sex bias and stereotyping continues to be a problem in Montana secondary and postsecondary vocational education. The 1986 Project on Equal Education Rights (PEER) report found that Montana has only 7.7 percent female participants in non-traditional secondary vocational education, making the state 45th in the nation in eliminating sex segregation in secondary vocational education.

"Participants in the 1987 Sex Equity in Vocational Education Update and Assessment Workshop for Montana indicated" that an annual conference to provide teacher training, current information on eliminating bias and stereotyping for vocational education is a high priority need.

"Although the literature shows that a large variety of program resources has been developed to help eliminate sex bias and sex stereotyping in vocational education, awareness and use of these resources is often limited."

This project planned and implemented a statewide equity conference titled I.M.A.G.E. (In Montana, Awareness Generates Equity) that was held in Billings on June 16-17. The conference featured four nationally known speakers, an equity awards banquet, 24 workshops led by teams of local presenters, a video room and resources. It was attended by over 300 people.

A UNIQUE TWO-DAY CONFERENCE ON MONTANA'S FUTURE

June 16, 17

Radisson Northern Hotel • Billings

I • M • A • G • E

In Montana Awareness Generates Equity

Hear the national perspective and then share your own experiences, knowledge and ideas on:

EDUCATION • EMPLOYMENT • ECONOMICS • POLITICS

IMAGE Conference Sponsors:

- Office of Commissioner of Higher Education
- Office of Public Instruction
- Department of Labor and Industry
- Mountain West Educational Equity Centers
- Women in Employment Advisory Council
- Montana Federation of Teachers/Montana Federation of State Employees
- Yellowstone Valley NOW
- Montana NOW
- Soroptomist International Billings Chapter
- Soroptomist International Missoula Chapter North
- Montana Association of University Women
- Montana Business and Professional Women
- The Billings YWCA
- Montana Women's Lobby
- Montana Advisory Council for Indian Education
- Women's Law Caucus

Dr. Joseph Fernandez

Superintendent Dade County Schools

"My vision continues to make this school system the national model for excellence in education."

Presentation: *Management/Shared Decision-Making Plan for Teachers and Administrators*

Dr. Shirley McCune

Director of the Mid-Continent Regional Education Laboratory, President of Learning Trends

A nationally-known authority on education and futurist interested in educational trends and identifying their actual and potential implications for education policies, practices and programs.

Presentation: *Schools, Jobs and Careers — Fostering Economic Stability*

Chief Wilma P. Mankiller

Principal Chief, Cherokee Nation of Oklahoma

Nationally and internationally-known expert in community development. Economic development projects under her direction are models for Indian tribes and rural communities alike.

Presentation: *The Changing Role of Indian Women*

Eleanor Holmes Norton

Professor of Law — Georgetown University
Former Chair of the Equal Employment Opportunity Commission

Authority on comparable worth, affirmative action, employer-employee relations, women's and minority affairs

Presentation: *Working Together for an Equitable Future*

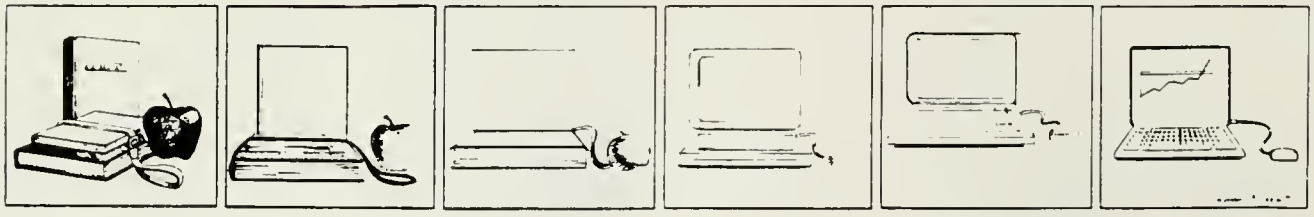
Dr. Barbara Ehrenreich

Fellow at the Institute for Policy Studies in Washington, D C. and Fellow at the New York Institute for the Humanities at New York University

Noted authority on Economics and Social Justice
Author of 5 books and a contributing editor of Ms. magazine

Presentation: *Equity Revisited*

For more information:
Contact WORD
127 N. Higgins, 3rd floor
Missoula, MT 59802
(406) 543-3550



Credit for attending the conference is available through Eastern Montana College.

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Conference will satisfy training requirements for Carl D. Perkins funding.

Project Director: Donna K. Porter, Director
Career Training Institute
17 1/2 South Last Chance Gulch
Helena, Montana 59601

89-S003: Vocational Education Training: Child Care-Related Support Services

Perkins: $4,500 Match: $ 0 Total: $4,500

Narrative: "Most researchers studying the poverty of women cite the segregated labor market, which pays women less than men, and the fact that women have always carried the primary responsibility for raising and caring for children as the main reasons for the feminization of poverty." -Vicki Kemper, writing "Poor and Getting Poorer" in Sojourners magazine, 3-86.

This project plans to make direct child care payments to licensed or registered child care providers for care of the children of ten low-income, most-in-need single parents and homemakers while they attend vocational education training at the Helena Vocational Technical Center.

Project Director: Jody Webster, Director
New Options Program
P.O. Box 888
Dillon, Montana 59725

89-S036: Single Parents/Displaced Homemaker Outreach

Perkins: $10,000 Match: $ 0 Total: $10,000

Narrative: This is a companion project to 89-S005 to address the need for promoting the variety of programs and opportunities provided by the Women's Resource Center in Dillon for the populations of Beaverhead and Madison counties. "We need to reinforce the fact that WRC is not limited to domestic violence programs and, specifically, the New Options program is not restricted to those with backgrounds in domestic violence."

CARL D. PERKINS VOCATIONAL EDUCATION ACT

PLANS AND RECOMMENDATIONS

"Society without equity is like a body with one eye bandaged. When the bandage is removed, the body is flooded with light."

-Mary Helen Washington
Historian

FUTURIST THINKING FOR CARL D. PERKINS VOCATIONAL EDUCATION ACT EQUITY PROJECTS

Despite changes in personnel in the position of Human Resource Development Officer, equity work continued during program year 1989 through quality administrative support, established structured programs for teacher in-service training through the "Gender/Ethnic Expectations/Student Achievement" (GESA) and career awareness at the secondary level through "Expanding Your Horizons" (EYH), dedication of the Perkins project directors, and the education community's earnest intention for fairness.

Successful equity events beyond the funded projects during the 1989 program year include:

I.M.A.G.E. ("In Montana, Awareness Generates Equity"), the number one equity event of the year: a statewide conference attracting over 300 participants with national speakers, 24 individual workshops, an equity awards banquet, and access to resources (see page 37);

Formation of the State Equity Advisory Council, composed of educators, business people and community representatives to promote equity through projects at the local level;

Establishment of "Partnership in Equity," a newsletter for equity concerns with a mailing list of approximately 1500 statewide;

GESA facilitators training;

Civil rights on-site reviews;

Linking the Displaced Homemaker Network through Big Sky Telegraph, a computer bulletin board and communication network;

Production of a very high-quality video to use as a recruitment tool for non-traditional vocational training and employment, specific to Montana.

PLANS AND RECOMMENDATIONS

<u>In the Human Resource Development Office:</u>

Improving the numbers of secondary vocational students through greater equity efforts will ease the need for recruitment into postsecondary vocational technical programs. Greater cooperation between the Perkins sex equity coordinator and the corresponding position in the Office of Public Instruction is a goal for program year 1990.

A project to plan and implement recruitment strategies for non-traditional courses at the vocational-technical centers and community colleges involving Student Service Staffs will be developed.

The fledgling State Equity Advisory Council will require leadership and support. Because members include business people and community leaders interested in equity, the Council is in a position to broaden support for equity and create a climate conducive to making the changes equality requires. The Council will be active in creation of an annual "Non-Traditional Student of the Year" award to increase visibility of non-traditional career options.

Support for existing programs such as GESA and EYH will continue. A curriculum and materials to expand GESA training to postsecondary vocational education is in the development stage; providing the training to the faculty of all the vocational-technical centers is anticipated.

For Consideration by the Board of Regents:

The strategies and successes of neighboring states must be monitored to keep Montana's educational community in step with current equity developments. For example, three new laws in Washington mandate equality in athletic opportunities compatible with Ridgeway case findings in Montana. Tuition waivers for student athletes from under-represented groups are one mechanism which could be considered here.

In California, a new state teacher credentialing standard which requires all new and renewal teacher credentialing candidates to have an understanding of education equity principles and laws, as well as competency in teaching all students equitably, was recently enacted. The Montana University System, as provider of teacher education, could direct a review of the present curriculum with a view towards adoption of similar provisions. As employer of postsecondary vocational educators, the Montana University System could direct inclusion of similar provisions in hiring contracts.

Concerns from the National Level:

As required in the 1984 law, the Carl D. Perkins Vocational Education Act is in the process of re-authorization. In its present stage, proposed legislation reduces the single parent/-homemaker and sex bias setasides from a current 12 percent level to only 10 percent. While the re-authorization is not complete, the effects of a two percent reduction in these categories would amount to $70,549 less to accomplish equity projects, according to an analysis by Ms. Sib Clack, Director of Federal Vocational Grants, made in June 1989, which follows:

"Section 102(a) (2) of HR. 7 represents a reduction of 2% of the basic grant for (Single Parent/Displaced Homemakers and Equity) programs. In Montana, the impact will be as follows:

	Current CDP	HR. 7
SP/DH/SPW	$324,165	
Equity	133,480	
	457,645	$387,096

"This is a 15% reduction in available funds. Montana currently combines JTPA, CDP and state general fund to support the state's displaced homemaker network. This reduction will have an adverse impact on serving this targeted population.

"In addition, the language in section 121(e) of H.R. 7 requiring competitive awards severely limits the state's ability to ensure geographic distribution of the funds to serve rural as well as urban areas in accordance with our approved State Plan. Although we do use a competitive grant award process, we ensure provision of services across the State by holding each grant to a minimum, even though the higher scoring grants tend to get more of what they requested."

Should H.R. 7 language be continued into the final version of the Carl D. Perkins re-authorization, adjustments to the process of awarding grants, State Plan compliance language, and rural service delivery will have to be made.

APPENDIX A

LAWS ON EQUITY

BRIEF OVERVIEW OF LAWS AFFECTING SEX EQUITY IN EDUCATION IN MONTANA

Federal Law

The first federal law to specifically address sex equity in education was Title IX of the Education Amendments, enacted in 1972. It prohibits discrimination on the basis of sex in any education program or activity receiving federal assistance.

Four years later, in 1976, Title II of the vocational Education Amendment was enacted, requiring each state to spend at least $50,000 of its basic vocational education grant for sex equity functions. It also mandated that recipients of vocational funds eliminate the existence of sex bias and stereotyping in their vocational programs.

The other primary federal law affecting sex equity in education is the Carl D. Perkins Vocational Education Act, enacted in 1984. It mandates that 3.5% of each state's federal vocational funds be allocated to eliminate sex bias and stereotyping in vocational education, and 8.5% be allocated to the Single Parent/Homemaker program. This Act also re-emphasized the sex equity coordinator's functions by setting aside a mandatory $60,000 allocation to each state for this activity.

Montana Law

The Montana Constitution of 1972 prohibits discrimination against people because of their race, color, sex, culture, social origin or condition, or their political or religious ideas. The Montana Constitution is unique among state constitutions because it contains a fundamental bar to discrimination both by government and society at large. When this provision, Article II, Section 4, was proposed to the Constitutional Convention, the committee recommendation adopted was that the Montana Legislature would give "considerable statutory embellishment" to the constitutional right to be free from discrimination.

The legislative session of 1974 began the "embellishment" process through the enactment of the Montana Human Rights Act and the creation of the Montana Human Rights Commission. The Act, one of the most comprehensive pieces of civil rights legislation in the United States, now prohibits discrimination based on race, creed, religion, color, national origin, age, physical or mental handicap, marital status or sex.

In 1975, the Montana Legislature continued its efforts by enacting the Montana Governmental Code of Fair Practices. The code is not only designed for women, but for many other groups as well. The intent of the law was to assure that the state would not cause, permit, allow or sanction any discrimination within the control of a state agency.

The legislature assigned reponsibility for enforcement of the code to the Montana Human Rights Commission. The law applies not only to all agencies, departments and branches of state government, but also to universities, colleges, counties, cities, and towns.

In 1987 the Human Rights Commission adopted administrative rules which provide guidelines for educational institutions to prevent and eliminate discrimination on the basis of sex. These rules also address the areas of sexual harassment and sexual intimidation.

The "Ridgeway Case" also had a significant impact upon equity in education in Montana. The case was filed in 1982 by three female high school students who alleged that they were deprived of opportunity to develop to their full educational potential due to discrimination in athletics. The intent of the settlement agreement is to advance the opportunities for female high school students to participate in extracurricular activities relative to their male counterparts and to create, implement and enforce minimum requirements for obtaining sex equity in athletics in Montana.

These are the major tenants that form the legal foundation for equity in the state of Montana.

APPENDIX B

MONTANA'S DISPLACED HOMEMAKER CENTERS

The purpose of the single parent and homemaker setaside is to assist these individuals in becoming self-sufficient through vocational education, prevocational training, and support systems. The Carl D. Perkins Act defines a single parent as a person who is unmarried or legally separated from a spouse who has a minor child or children for which the parent has either custody or joint custody, and also includes single pregnant teenagers. A homemaker is defined as a person who is an adult who, primarily without pay, has cared for the home and family and who, for that reason, has diminished marketable skills for entering the work force. The Carl D. Perkins Act gives special consideration to homemakers who, because of divorce, separation, disability or death of a spouse, must now prepare for paid employment.

Statistics have been compiled by the National Displaced Homemakers Network (1987) which characterize a displaced homemaker by the following:

* Two in five (40%) live below the federal poverty level.
* Two-thirds (67%) are widows.
* Thirty percent are divorced or separated.
* Three-quarters (73%) of those aged 20-24 live in poverty.
* Sixty-six percent are unemployed.
* Nearly 50 percent have completed high school.
* Those who are employed are in part-time, part-year employment.

Although no state agency gathers directly comparable data, it appears from several sources that Montana tends to follow the national profile. Fifty-one percent of Montana residents are female. In 1989, roughly 20,000 Montana females were single heads of households. In June 1989, there were 9,870 adult AFDC (Aid to Family with Dependent Children) recipients which, when including their children, totaled 27,735 Montanans who received $3,051,588 in AFDC benefits.

There are 12 displaced homemakers centers in Montana which provide a variety of services to eligible clients. Both community based, non-profit organizations and community colleges sponsor displaced homemaker programs:

Billings YWCA -- Women's Center
Missoula YWCA -- New Horizons
Great Falls YWCA -- WorkPlace

Havre -- District IV Human Resources Development Council
Lewistown -- District VI Human Resources Development Council
Kalispell -- District X Human Resources Development Council

Glendive -- Dawson Community College
Miles City -- Miles Community College

Butte -- Career Futures, Inc.
Helena -- Career Training Institute
Dillon -- Women's Resource Center
Bozeman -- Gallatin Council on Health and Drugs

Currently, most centers are funded through the Job Training Partnership Act, Title II of the Carl D. Perkins Act of 1984, and HB400 passed by the 1983 Montana Legislature to set aside part of the divorce fee for support of the displaced homemaker programs.

The Montana Displaced Homemaker Network is a voluntary cooperative that does joint planning to ensure statewide service delivery, to acquire government funding for all the programs, to share information and resources, and to seek additional funding and training. Due to funding limitations and the crucial need for services in rural areas, the Montana Displaced Homemakers Network has been given priority as the state's delivery mechanism for single parent/homemaker services.

Within the cooperative context of the Network, each center's services are tailored to local needs to assist displaced homemakers, single parents, women in transition and teen parents in achieving self-sufficiency. Men meeting the eligibility criteria are served as well as women.

The Carl D. Perkins Vocational Education Act funded the following types of services through the displaced homemaker programs. Unless otherwise noted, the funds were from the single parent/homemaker category.

Day Care Support Services:

Havre:	HRDC
Lewistown:	HRDC
Helena:	Career Training Institute (State Setaside)
Box Elder:	Stone Child Community College
Butte:	Butte Vo-Tech Center/Career Futures, Inc. (funded through Disadvantaged category)
Browning:	Blackfeet Community College (Disadvantaged)
Bozeman:	Montana State University--Increasing State-regulated Child Care

Prevocational/Assessment/Planning Services:

Missoula:	New Horizons, YWCA
Butte:	Career Futures, Inc.
Dillon:	Women's Resource Center
Great Falls:	WorkPlace/YWCA
Bozeman:	Women in Transition
Glendive:	Dawson Community College
Miles City:	Miles Community College
Billings:	Women's Center, YWCA

Computer Literacy/Office Skills:

Havre:	HRDC
Lewistown:	HRDC
Great Falls:	WorkPlace/YWCA
Helena:	Career Training Institute
Butte:	Career Futures, Inc. & Butte Vo-Tech Center
Missoula:	New Horizons, YWCA
Glendive:	Dawson Community College

Statewide Projects:

The newsletter for the Montana Displaced Homemakers Network, produced by Women in Transition, Bozeman

In-service training for staff of Montana Displaced Homemaker programs

Computer hookups for the displaced homemaker programs through Big Sky Telegraph of Hamilton

Statewide equity conference: I.M.A.G.E. ("In Montana, Awareness Generates Equity)

Special Projects:

Career Futures, Inc. of Butte, offered a course in reducing math anxiety to support non-traditional career interest.

Bozeman's Women in Transition sponsored creation of a business incubator to promote entrepreneurship; and a project to increase opportunities in non-traditional, higher-paying jobs.

APPENDIX C

SEX EQUITY PERFORMANCE OBJECTIVES FOR VOCATIONAL EDUCATION IN MONTANA

SEX EQUITY PERFORMANCE OBJECTIVES FOR VOCATIONAL EDUCATION IN MONTANA

The Carl D. Perkins Act is specific about the duties to be performed by the individual required to work full time to assist the State board (Board of Regents) to fulfill the purposes of the Act. Those responsibilities are:

1. Administer the program of vocational education for single parents and homemakers and the sex equity program.

2. Gather, analyze and disseminate data on adequacy and effectiveness of vocational education programs in the state in meeting the education and employment needs of women (including preparation for employment in technical occupations, new and emerging occupational fields, and occupations regarded as nontraditional for women), and on the status of men and women students and employees in such programs.

3. Review vocational education programs (including career guidance and counseling) for sex stereotyping and sex bias, with particular attention to practices which tend to inhibit the entry of women in high technology occupations, and submitting:

    a. recommendations for inclusion to the State plan of programs and policies to overcome sex bias and sex stereotyping in such programs, and

    b. an assessment of the State's progress in meeting the purposes of the Act with regard to overcoming sex discrimination and sex stereotyping.

4. Review proposed actions on grants, contracts, and the policies of the State board to ensure that the needs of women are addressed in the administration of the Act.

5. Develop recommendations for programs of information and outreach to women concerning vocational education and employment opportunities for women (including opportunities for careers as technicians and skilled workers in technical fields and new and emerging occupational fields).

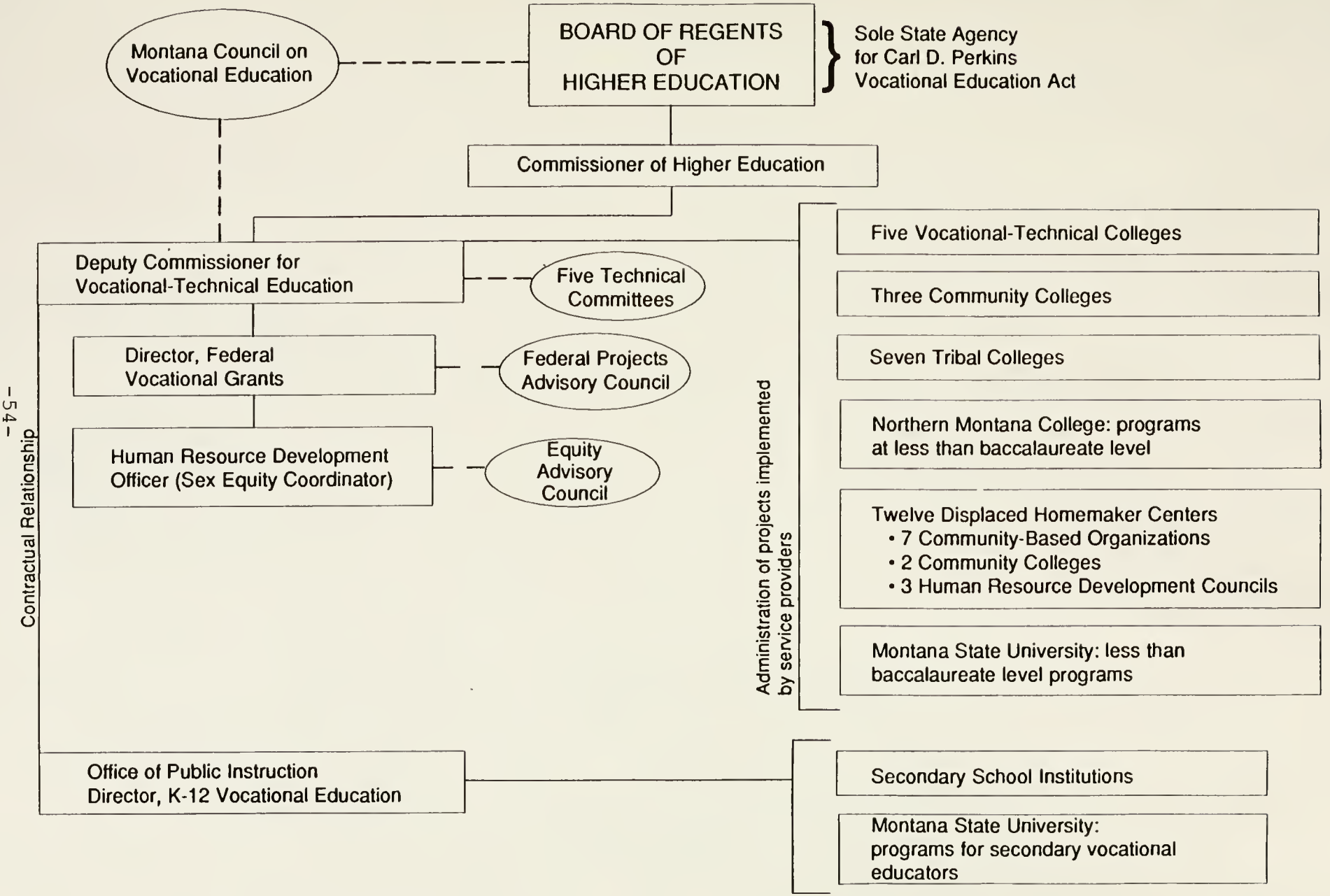
6. Provide technical assistance and advice to LEA's, postsecondary institutions, and other interested parties in the state, in expanding vocational opportunities for women.

7. Assist administrators, instructors, and counselors in implementing programs and activities to increase access for women (including displaced homemakers and single heads of households) to vo-ed and to increase male and female students' enrollment in nontraditional programs.

APPENDIX D

CARL D. PERKINS ADMINISTRATIVE CHART

ADMINISTRATION OF PERKINS GRANTS


Montana Council on Vocational Education
BOARD OF REGENTS OF HIGHER EDUCATION
Sole State Agency for Carl D. Perkins Vocational Education Act
Commissioner of Higher Education
Deputy Commissioner for Vocational-Technical Education
Five Technical Committees
Director, Federal Vocational Grants
Federal Projects Advisory Council
Human Resource Development Officer (Sex Equity Coordinator)
Equity Advisory Council
Contractual Relationship
Administration of projects implemented by service providers
Five Vocational-Technical Colleges
Three Community Colleges
Seven Tribal Colleges
Northern Montana College: programs at less than baccalaureate level
Twelve Displaced Homemaker Centers
• 7 Community-Based Organizations
• 2 Community Colleges
• 3 Human Resource Development Councils
Montana State University: less than baccalaureate level programs
Office of Public Instruction Director, K-12 Vocational Education
Secondary School Institutions
Montana State University: programs for secondary vocational educators